UNFAIR LABOR PRACTICE CHARGE

DO NOT WRITE IN THIS SPACE: Case No: 21-J-012 Date Filed: 1-25-21

Dated served on Charged Party: 1-25-21

INSTRUCTIONS: To file an unfair labor practice charge, please complete this charge form in either a paper or electronic format. If more space is needed for any item on this form, attach additional sheets and number items. PLEASE BE ADVISED that this form and all the information contained in it is public under the Minnesota Government Data Practices Act.

1. IS THIS AN AMENDED CHARGE?  YES □ IF SO, CASE NO. NO X

2. CHARGING PARTY: EMPLOYEE □ EMPLOYEE ORGANIZATION □ EMPLOYER □ EXCLUSIVE REPRESENTATIVE X EMPLOYER ORGANIZATION □ OTHER □

a. Full name of charging party: Minneapolis Federation of Teachers, Local 59 (Teacher unit and ESP unit)

b. Mailing address (Street, city, state, and ZIP code): 67 8th Ave. NE, Minneapolis, MN 55413

c. Telephone number: 612-529-9621

d. Fax No. n/a

e. E-mail address: gcullanhan@mft59.org and sladen@mft59.org

f. Representative, if any (e.g., attorney, union representative, human resource director):
   Name and Title: Debra Corhouse, Attorney, Education Minnesota
   Mailing address (if different from above): 41 Sherburne Avenue, St. Paul, MN 55103
   Telephone number: 651-292-4823
   E-mail address: debra.corhouse@edmn.org
   Fax No.: 651-292-4843

3. CHARGE FILED AGAINST (mark only one): EMPLOYEE ORGANIZATION □ EMPLOYEE □ EMPLOYER X

a. Full name of Employee Organization, Employee, or Employer: Minneapolis Public Schools

b. Mailing address (Street, city, state, and ZIP code): 1250 W. Broadway Ave., Minneapolis, MN 55102
UNFAIR LABOR PRACTICE CHARGE

c. Telephone number: 612-668-0000

d. Charged party’s representative, if any: (e.g., attorney, union representative, human resource director):
   Name and Title: Amy Moore, General Counsel
   Mailing Address (if different from above):

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   Telephone number: 612-668-0486
   E-mail address: amy.moore@mpls.k12.mn.us
   Fax No.: 612-668-0485

4. STATUTORY SECTIONS ALLEGEDLY VIOLATED (MINN. STAT. 179.11, 179.12 OR 179A.13)

a. Please provide the specific provision(s) that is alleged to have been violated.
   Minnesota Statutes § 179A.13, subd. 2 (5) (2020)

5. STATEMENT OF CHARGE

a. Provide a clear and concise statement of the conduct alleged to constitute an unfair labor practice including, where known, the dates, time, and place of each instance of charged party’s conduct, and the name and capacity of each person involved. This must be a statement of the facts that support your claim and not conclusions of law. (Use and attach additional sheets of paper, if necessary.)

On January 18, 2021, the Union sent the District’s Superintendent, Ed Graff, and its School Board Chair, Kim Ellison, a demand to bargain over the effects of its expedited decision to reopen schools in-person (starting February 1 for staff, February 8 for some elementary students). The demand was sent for both units. (Attachment #1).

On January 21, 2021, the District’s Senior Human Resources Officer, Maggie Sullivan, replied by email in relevant part: “While we are not amenable to formal bargaining, we are open to ongoing collaboration and problem solving around issues related to returning to in-person learning and I can commit to working with you to review and adjust, if needed, our current engagement practices and schedule.” (Attachment #2). Upon information and belief, Ms. Sullivan has been delegated the authority to negotiate with the Union.
UNFAIR LABOR PRACTICE CHARGE

The Union has been attempting to engage in collaboration and problem solving throughout the pandemic, but the District has yet to negotiate over the critical terms and conditions of employment involved in a safe return to in-person teaching and learning. Although the Union will continue to attempt to reach resolution on these issues with the District, it is very concerned about the District’s refusal to engage in what it calls “formal bargaining” over issues that are mandatory subjects of bargaining.

The Union is also submitting this charge based on the District’s unilateral changes to the CBAs without bargaining. Specifically, the District issued a blanket revocation of previously granted accommodations required by Executive Order 20-82, #13: “As such, the accommodation to work from home through the Governor’s order will not be available to staff who receive a Return to Work letter.” (Attachment #3, p. 35, updated January 15, 2021). Making these unilateral changes to the CBAs that incorporate this Executive Order is also a refusal to bargain.

Because time is very short, the MFT is requesting expedited assistance in obtaining the remedy it seeks below. The parties currently have no meetings set; however, on January 22, 2021, the Union made a request to Maggie Sullivan that the parties use the BMS to assist in resolution of the issues related to the return to in-person teaching and learning. As of this submission, we have not received a response. We are filing this charge in the event the PERB’s services are needed in order to get the parties to address these important issues in a timely fashion.

6. REMEDY SOUGHT

a. Please provide a brief statement of the relief or remedy sought by the charging party.

The Union requests an order directing the District to meet and negotiate in good faith over issues that are mandatory subjects of bargaining and to cease its refusal to do so. The Union further requests an order requiring the District to cease and desist from implementing changes in employment pertaining to terms and conditions of employment without fulfilling its bargaining obligation.

7. DECLARATION

I have thoroughly read the above charge. The statements contained therein are true to the best of my knowledge and belief.

Debra M. Corhouse (Type or Print Name)

(Signature)

Title, if any: Staff Attorney

Date: January 25, 2021
January 18, 2021

Ms. Kim Ellison, Chair, Board of Education
Minneapolis Public Schools
1250 West Broadway Avenue
Minneapolis, MN 55411

Mr. Ed Graff, Superintendent
Minneapolis Public Schools
1250 West Broadway Avenue
Minneapolis, MN 55411

Dear Chair Ellison and Superintendent Graff,

The Minneapolis Federation of Teachers Local 59, in a unified action with both our Teacher and Educational Support Professionals (ESP) Chapters, are sending to Minneapolis Public Schools (MPS) this demand to bargain letter in the hopes of mutually settling many months-long unaddressed issues. We have serious concerns about the District’s unilateral decision-making process regarding terms and conditions of employment impacted by the District’s decision to return to onsite teaching and learning. Resolution of these concerns is best achieved working collaboratively with the employee voice in all aspects of decisions. Moreover, it is required.

As you know MPS is mandated to meet unions at the bargaining table to negotiate terms and conditions of employment. Governor Tim Walz explicitly states in his Emergency Executive Order 20-82, Authorizing and Directing the Commissioner of Education to Require School Districts and Charter Schools to Provide a Safe and Effective Learning Environment for Minnesota’s Students during the 2020-21 School Year:

“Consistent with labor agreements, to the extent required by the Public Employment Labor Relations Act, Minnesota Statutes 2019, Chapter 179A, districts and charter schools are expected to negotiate resources for contracted teachers and staff supporting all instructional models, including, but not limited to, wages, benefits, work schedules, access to appropriate personal protective equipment, and public health protocols for safe and healthy teaching and learning conditions.” (Paragraph 19 in Executive Order 20-82 (EO 20-82).)
We recognize the extraordinary circumstances brought on by this once in a century, swift moving, worldwide pandemic. The District’s current plan calls for going from Phase 2 to Phase 5 for elementary students with no phases in between, which is contrary to the months of assurances and expectations provided to the public.

We appreciate the competing issues and balances that have to be achieved for all constituent groups. Our interest is to join with the District to seek the best solutions for all students, families, and staff. MOAs with Standard Operating Procedures must be agreed upon to create known expectations and consistent implementation.

We must bargain over a number of pressing substantives topics, each of which has particular issues that need to be addressed. These topics include but are not limited to the following.

Return to Work Options and Remote Work Options

- The choice of staff to opt for remote work options
- Since Executive Order 20-82 states that the District “must allow school staff whose health is at risk or who have members of their household whose health is at risk to work from home to the extent possible.” In addition, the District could be making efforts to provide remote work for those who are taking care of someone outside of their home whose health is at risk as well as those who do not feel comfortable returning until they have been fully vaccinated.

Return Only When Safe To Do So

- All precautions will be taken to ensure no student, household member, or staff will contract this vicious disease who otherwise would have been safe from infection through continuation of the current Phase 2.
- No further onsite learning progress until either:
  - All students, household members, and staff have the opportunity for the vaccines.
  - Realistic health and safety plans are in place (see below) and efficacious ventilation upgrades are in place as evidence by one inclusive public document with all schools and sites listed that evidences needed aeration systems are in place.

Health And Safety Protocols

- Realistic health and safety protocols must include Standard Operating Procedures (SOP) that are widely disseminated along with staffing plans to sustain implementation, including for when staff are out on quarantine or are ill.

Disclosing Positive COVID-19 Cases

- A contact tracing plan which helps stop COVID spread.
- Clear SOP for risk determinations following potential COVID exposures. Transparent reporting of cases that protects privacy rights and balances the public’s right to know, including number of tests, sites, and population affected.

Quarantine

- Assurances and practices must be committed to a written agreement that ensure staff who are ordered to quarantine, or are advised to do so by medical professionals, will be provided pay. Staff will not have to use their own personal, vacation or sick leave no matter how many times they must quarantine for the health and safety of themselves and others.
Plans for Immediate Action If Positive Case Reach Dangerous Thresholds

- School and sites closure.
- District return to remote learning.

Staffing and Classroom Plans

- Class size caps and classroom management plans to ensure health and safety protocol enforcement is achievable.
- Have sufficient staff to meet all the mental and physical safety needs of students, including nurses, social workers and other clinicians, counselors, social workers, education support professionals, case managers, and Special Education and bilingual educators.
- Provide additional resources to educators and schools serving a majority of students of color.
- Strategies for addressing student expectations who will see the return to onsite learning as a return to “normal” when in fact strict health and safety protocols will have to be followed.
- Priority for students staying with teachers with whom they have formed a bond to minimize detachment amongst students who have been under stress for months and will continue to be under stress.

Workload:

- The parties need to ensure that those staff eligible for the additional preparation time under the Governor’s Order because they are assigned to both distance and in-person learning will be receiving it.
- The parties also need to reach agreement on the expectation for students who have returned, but are quarantining.

It is urgent that the District immediately agree to the Governor’s directive for negotiations. We are calling on the District to indicate by **Wednesday, January 20th** its intention to schedule bargaining sessions by Friday, January 22nd that will take place starting Monday, January 25th.

We look forward to your favorable response and the start of two-party negotiations that are the best assurance for meeting the challenges of furthering onsite learning.

Sincerely,

Greta Callahan  
President, MFT 59 Teacher

Shaun Laden  
President, MFT 59 ESP

CC:

ESP Chapter

- Ma-Riah Roberson-Moody, 1st Vice President
- Katrinka Zackery, Secretary
- Mary Webb Hampton, At-Large
- Karron Willis, At-Large

- Catina Neal, 2nd Vice President
- Stacey Gurian-Sherman, At-Large
- Tequila Laramee, At-Large
Teacher Chapter
Robert Kohnert, 1st Vice President
Brionna Harder, Secretary
Edward Barlow, At-Large
Maureen Dowling, At-Large
Caroline Long, At-Large
Rebecca Miller, At-Large
Jim Schmit, At-Large
Lindsey West, At-Large,

Ana Vásquez, 2nd Vice President
Ron Simmons, Treasurer
Mary Cuff, At-Large
Silvia Ibáñez, At-Large
Mary Manor, At-Large
Robert Panning-Miller, At-Large
Jane Swatosh, At-Large
Marcia Wyatt, At-Large

MFT 59 Staff
Bonita Jones, EDMN Field Staff ESP Chapter
Mike Leiter, MFT Business Agent
From: Maggie Sullivan <Maggie.Sullivan@mpls.k12.mn.us>
Sent: Thursday, January 21, 2021 11:48 AM
To: Greta Callahan <GCallahan@mft59.org>; Shaun Laden <SLaden@mft59.org>
Cc: Ed Graff <Ed.Graff@mpls.k12.mn.us>
Subject: MFT Demand to Bargain

Dear Greta and Shaun,

Thank you for your ongoing partnership over these last few months. I wanted to follow up with a formal response to the MFT’s Teacher and ESP chapters’ most recent demand to bargain requests around the District’s decision to prepare to return to in-person learning.

We agree that the circumstances we are experiencing are challenging and we are committed to partnering to determine how to best serve our students, families and staff during this time. While we are not amenable to formal bargaining, we are open to ongoing collaboration and problem solving around issues related to returning to in-person learning and I can commit to working with you to review and adjust, if needed, our current engagement practices and schedule.

Additionally, we anticipate opening negotiations for the 2021-2023 Teacher and ESP contracts in the upcoming weeks.

Thank you and I look forward to connecting on this soon.

Maggie

Maggie Sullivan | maggie.sullivan@mpls.k12.mn.us
Senior Human Resources Officer
Minneapolis Public Schools | 1250 West Broadway Ave, Minneapolis, MN 55411
(p) 612.668.0457 | (c) 612.559.2834

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Phase 5 Elementary: In-person Learning Guidance for Schools

Last updated: January 15, 2021; NEW INFORMATION FLAGGED IN RED HEADERS OR TEXT

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**Introduction**

The health and safety of our students, their families, and staff are of utmost importance as MPS makes plans to return students in Prekindergarten to grade 5 to school buildings as part of our transition to Phase 5 of [MPS' Phases to Safe Learning: Return to In-person Learning in Schools](https://www.mps.org/safe-learning). Transitioning to Phase 5 is aligned with Governor Walz’s December announcement recommending schools prepare for in-person learning with guidance outlined in the Minnesota Department of Education’s (MDE) latest update to its [Safe Learning Plan for the 2020-21 School Year](https://www.mde.k12.mn.us/documents/2020-21-school-year-safe-learning-plan.pdf) (updated 12/24/20).

Phase 2 Distance Learning will continue on the schedule established at the school level for families who opt out of in-person learning in grades PK-5 and for all secondary students.

As we work on implementing in-person learning, MPS will continue to closely monitor [COVID-19 case rate data](https://www.mndep.t1net.org/covid-19-case-rate-data) and consult local and state health officials on health and safety protocols.

In order to safely transition to an in-person or hybrid learning model, the Minnesota Department of Health (MDH) and MDE require schools to gradually bring students back into school buildings with a “rolling start strategy.” For an acceptable rolling start, **no more than three additional grade bands can be introduced into the building in a two-week time period** when implementing an in-person learning model for the entire school building.

Early childhood learning and prekindergarten programs must be included in the grade band maximum when implementing a rolling start if the students interact with elementary grade students during the school day. However, they do not count toward the grade band maximum if they are self-contained in one area of an elementary building or located in their own building.

Phase 5 in-person elementary instruction will take place Monday - Friday according to the [established District calendar for the SY20-21](https://www.mps.org/events).
Planning Timeline

All elementary school students will be invited to register for Phase 5 - Elementary In-Person Learning, but will also have the opportunity to remain in distance learning. Specifically:

- PreK - Grade 5 students will have the option to return to school buildings for in-person learning in February on dates as outlined below; the option for in-person learning also applies to students in High Five, Three School, and Early Childhood Special Education.

- Students in grades 6-12, as well as Alphabet Soup and Early Childhood Family Education, will remain in distance learning at this time.

Timeline

January 8

- Family registration for in-person learning sent out

January 11

- Return to in-person work letters to PK-5 staff

Friday, January 29
• No School for Students, Recordkeeping Day  
• Staff are reporting for recordkeeping day

Monday-Friday, February 1-5

• No School for PK-5 students; students in grades 6-12 will continue in distance learning  
• Prek-5 Staff Transition Day

Monday and Tuesday, February 8-9

• PK and K return to in person at the site  
• Grades 1-2 are in Distance Learning  
• Grades 3-5 are in Distance Learning

Wednesday - Friday, February 10-12

• PK and K are in person at the site  
• Grades 1-2 return to in person at site  
• Grades 3-5 are in Distance Learning

Monday, February 15

• No School for Staff and Students, President’s Day

Tuesday, February 16

• No School for Students, Parent Teacher Conferences  
• Staff are engaging in Parent Teacher Conferences

Wednesday-Friday, February 17-19

• PK-2 In Person on site  
• Grades 3-5 are in Distance Learning

Monday, February 22

• PK-2 In Person on site  
• Grades 3-5 start In person on site

1. January 8 - January 22: In-Person/Distance Learning Registration

The District will send a registration form to families of all PK-5 students asking them to select whether their student will either be returning to in-person learning or remain in distance learning. Schools should also reach out to individual families to support the registration process so that we can have accurate numbers for planning purposes. ARE will
provide a mid-registration report to schools via the Principal Collaborative Site to support this family outreach and help inform operational planning.

Schools are being asked to assist in following up with families to ensure all your families are aware of their students’ learning options and that they need to respond with their choice by January 22. Families who do not meet the January 22 deadline will have their student automatically placed in the in-person learning option; however, students may opt into distance learning at any time.

If new transportation addresses are included in the learning registration, schools will need to input that new transportation information into the Transportation page in Discovery in order to have transportation updated.

Once the registration system is closed, students in distance learning are currently enrolled who would like to switch to in-person learning will need to contact their school. The transition can take up to two weeks to be finalized. Schools will send Transportation requests via the Discovery as soon as a notice is received and Transportation will process within the three-day change cycle.

Students who are new to the District, did not complete their enrollment at the beginning of the year, or are returning from another District will register through the Student Placement Center.

2. January 11: In-person work letters to staff

All PK-5 school-based licensed, non-licensed staff, Health Services staff, and other staff that directly support students, receive a formal return to in-person work notification.

3. January 11 - 25: Schools begin determination of staffing schedule

Based on student enrollment and approved staff leaves and accommodations currently requested by staff at your individual school site, Principals and Admin teams will begin to schedule how they will staff for in-person instruction and for students who will elect to remain in distance learning.

4. January 15: Transportation deadline

Deadline date for any transportation updates; bus routing begins. Any transportation changes received after January 15 will go into the first change date on February 12. All enrolled students who are eligible for transportation under the SY2C20-21 boundaries and walk zones will be routed.
5. January 25 - 29: Building readiness walk throughs

Building readiness walk throughs will be completed during this week.

6. January 25: Bus stop information sent to schools

Bus stop information will be available on the Transportation2 website for schools and can be sent to families via email and text. Schools are asked to support getting this information to families as the timeline will not allow for postcards to be mailed to home addresses.

7. February 1: Certain staff begin working in person at schools

PK-5 school-based licensed and non-licensed staff report to in-person work.

8. February 1 - 5: No school for PK-5 to plan for Learning Model transition

No school for grades PK-5 for Learning Model transition days. Principals will facilitate welcoming activities, training modules, and preparation for staff returning to in person instruction and continued distance learning. Any classroom resets to meet enrollment requirements and maintain as much social distancing as possible will be completed by building custodians in consultation with classroom staff.

9. February 8 & 9: In-person learning begins for PK-K

PreK and Kindergarten students will have in person instruction on Monday and Tuesday. Grades 1-2 will remain in distance learning these first two days. Grades 3-5 remain in Distance Learning until February 15.

10. February 10-12:

Grades 1-2 return to in person instruction. Pk-2 will be in person. Grades 3-5 remain in Distance Learning until February 22.

11. February 12: Transportation change date

First change date of transportation routing implemented and then the 3-day change cycle begins.

12. February 15 No School - Presidents Day

13. February 16 No School - Parent Teacher Conferences

14. February 22: In-person learning begins for grades 3-5

First day of in-person instruction for 3-5 grade students.
In-Person and Distance Learning Considerations

Staffing Considerations

All PK-5 school-based staff and staff that support students, will be expected to work in person unless there is a pre-approved FMLA or ADA accommodation on file. All teachers will report in person whether they are teaching in person or in distance learning.

Substitutes

HR is committed to ensuring that sites have adequate coverage for reserve teachers. For teachers continuing to work in distance learning, we will continue our current distance reserve model.

Distance Learning: Continue current model.

As we return to in-person learning: HR plans to hire a significant number of cadres to serve as in-person building reserves assigned to specific schools to minimize exposure across sites. Sites should plan to utilize school-based TOSAs as a first resource to support coverage. HR is also leveraging PELSB guidance allowing student teachers with the appropriate short-call license to work as reserves. To accomplish this, HR is actively recruiting current MPS student teachers to broaden our reserve cadre and encouraging them to ensure they are licensed as subs. Finally, we are planning to notify all district TOSAs and DPFs that they are on call to support sites as reserves at any time. Each TOSA/DPF assigned 1-2 sites to reduce potential exposure. Principals will be provided lists of assigned TOSAs/DPFs to their site and can call in these additional reserves as needed.

Staff Availability

Schools will be asked to staff Phase 5 Elementary with staff from their school site who do not have an approved FMLA leave or ADA accommodation. All staff received a return to in-person work notice on November 9 and were asked to begin processing any necessary leaves and accommodations at that time.

We do expect there will be additional requests during this time and will work closely with Human Resources, Total Compensation and schools to process this information as quickly as possible. If schools are concerned or unable to staff in-person support for Phase 5 with existing staff, please reach out to your Associate Superintendent for support. NOTE: More information on Leaves and Accommodations will be coming soon.
Student Teachers

During Phase 5, student teachers and related service interns can return to in-person learning and student support. Practicum and other pre-student teachers who are not providing direct student support will remain virtual through this school year. At the secondary level, student teachers will remain virtual until grades 6-12 return to in-person instruction.

The following are important definitions used for pre-service experiences in MPS:

- **Student teachers/related service interns**: Doing full-time classroom instructional support as required by their licensure program and providing direct instruction/student services under the observation of a licensed MPS staff member.
- **Practicum, pre-student teachers**: Pursuing licensure who need to complete observational hours before they are permitted to do full-time student teaching. These individuals are not providing direct student instruction or support.

Special Education Bus Aides

Transportation will contact SEA bus aides to confirm availability for supporting students with transportation beginning January 11.

Essential School-aged Care

A school district is not required to provide school-aged care for critical workers when the school is offering in-person learning. If families of critical workers choose distance learning for their student, then they are not eligible for free school-aged care.

Critical workers include educators supporting in-person learning at public PK-12 schools, paraprofessionals, other school staff, and any school staff supporting school-age care programs for children of critical workers or supporting food service programs in schools.

Student Devices

With student devices, MPS is a universal access district and not a 1:1 district, meaning all students have access to age-appropriate technology at their school, but not all grade levels will have devices to take home.

Devices should be brought back to school when the student begins in-person learning. Devices will remain at the school and are the student’s assigned device for the duration of in-person learning.
Devices will be provided to students who have been sharing devices with a sibling during distance learning.

**Instructional Materials and Cleaning**

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.

Immediately clean surfaces and objects that are visibly soiled. Use soap (or detergent) and water to clean surfaces or objects that look dirty. Visibly dirty surfaces should be cleaned prior to disinfection.

If surfaces or objects are soiled with body fluids or blood, **contact your building engineer immediately to safely clean up the area and keep others from coming into contact with the fluids/area**. Engineers have been trained on how to safely handle these situations.

When possible, limit the use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games, computers) or clean and disinfect between use.

Discourage sharing of items that are difficult to clean or disinfect such as electronic devices, pens and pencils, classroom stapler, whiteboard markers and erasers, books, games, art supplies (e.g., markers, crayons, scissors), and other learning aids. Soft and porous materials, such as area rugs and seating, may be removed to reduce the challenges with cleaning and disinfecting them.

Keep each student’s belongings separated from others’ and in individually-labeled containers, cubbies, lockers or areas.

Ensure adequate supplies are available to students to minimize sharing of high-touch materials to the extent possible (e.g., assigning each student their own art supplies and equipment) or limit use of supplies and equipment to one group of students at a time and clean and disinfect between use.

**Transition Days**

On page 12 of MDE’s [Safe Learning Plan for the 2020-21 School Year](https://www.mde.k12.wa.us/sites/default/files/2021-01/safe-learning-plan-for-the-2020-21-school-year.pdf) (updated 12/24/20), staff must use the designated planning days to plan for the change in instructional delivery, including but not limited to curriculum prep and to follow the updated mitigation strategies of learning pods, classroom meals, staff orientation, family/teacher conferences, etc.

MPS recommends up to 12 hours of building directed time to complete professional development and training.

- SEL and Self Care
• Health and Safety
• Classroom Set-Up
• Preparing for Instruction

The rest of the transition time/days should be consecutive as much as possible and dedicated to staff planning and family engagement.

When preparing for in-person instruction, staff will be provided with time and resources to focus on:

1. The Social Emotional Wellbeing of staff & students
   a. Participating in adult social emotional wellbeing activities and staff community building opportunities
   b. Engaging with the school Leadership, Equity & Engagement and Mental Health Teams around best practices for
      i. promoting student belonging and relationship development
      ii. using trauma informed practices in the classroom
      iii. co-creating classroom agreements, rituals and routines including morning and closing meetings/circles
      iv. modeling strategies to successfully navigate stress and worry that may develop during transition to in-person instruction.
   c. Co-creating & implementing a building-wide welcoming environment plan.

2. Health and Safety
   a. Complete health and safety training on the Source.
   b. Ensure all staff are aware of the process for reporting and managing positive COVID-19 cases (see flow chart) of students and employees.
   c. Work with engineers to identify a location to store PPE and cleaning materials.
   d. Consult with your Licensed School Nurse about PPE use for student care.
   e. Incorporate health and safety lessons and practices (as outlined in the Principals Handbook) for students in the first few weeks of in-person learning. Other examples can be found here.
f. Allow extra time in the daily schedule for transitions, washing hands, restroom use, and cleaning.

3. Classroom Setup
   a. Move distance learning equipment/resources to the classroom.
   b. Ensure all technology is set up and ready for in-person instruction.
   c. Inventory learning materials and set up so that each student has their own materials or there is time and a protocol for cleaning between each student’s use.

4. Preparing for Instruction
   a. Meet with grade-level team members (both for in-person learning and distance learning).
   b. Review Screener and Diagnostic information and have a plan for each student.
   c. Ensure all resources and materials are available.
   d. District-wide resources and materials information is below.
   e. Special Education staff should review IEP information and ensure the IEP continues to reflect both in-person and distance learning services for the rest of the school year.

5. Family Engagement
   a. As part of MDE’s Safe Learning Plan, each school is strongly encouraged to implement a “back to school” parent conference (see Back to School Conferences information below).
   b. All students and families should receive a personalized phone call or video conference to ensure the student is ready to begin in their chosen learning model.

Daily Schedule

School schedules, virtual or in person, should follow MDE instructional requirements and all contractual agreements. With the transition to in-person instruction for some students, the school’s leadership team is strongly encouraged to review their proposed in-person daily schedule to ensure that it follows the Elementary Scheduling Guidelines. These guidelines provide direction for the allocation of instructional minutes for in-person learning.
While there may be changes to class rosters and assigned teachers, distance learning instruction should follow the school’s established distance learning schedule that was based on the *Elementary Distance Learning Scheduling Guidelines* provided in August. The consistency of these scheduling guidelines will allow families to understand the differences between in-person and distance learning instruction and ensure equity of learning experiences across schools. If any changes need to made to the schedule, they should be clearly communicated to staff, students, and families.

**Flexible Learning Day (MOA)**

The Flexible Learning Day MOA will remain in effect for teachers who continue to teach in distance learning, but those teaching in person will resume their regular in-person schedule.

**Resources and Materials - Up to Date information**

MPS will provide **basic school supplies** to K-8 students. If families would like to provide their own school supplies, the school may keep the district-provided materials to supplement student needs as the year progresses.

**K-5**

- In addition to art specific materials, the [Art Kits](#) provided in September for students contained school supplies including: pencils, pencil sharpener, crayons, markers, colored pencils, scissors, ruler, eraser, and glue (liquid).

- Additionally, each student will receive in December-January a [Replenishment Art Kit](#) that includes the following school supplies: markers and a glue stick.
  - Note **art specific supplies** should only be used during art specialist time

- Students who are returning in person should bring back these materials for their individual use.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Material</th>
<th>Quantity per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>Pencils</td>
<td>2</td>
</tr>
<tr>
<td>K-8</td>
<td>Pencil Sharpener</td>
<td>1</td>
</tr>
<tr>
<td>K-8</td>
<td>Notebook, wide rule</td>
<td>1</td>
</tr>
<tr>
<td>Grade</td>
<td>Item</td>
<td>Quantity</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>K-8</td>
<td>2 Pocket Folder</td>
<td>1</td>
</tr>
<tr>
<td>K-8</td>
<td>Ruler, 12 cm/in</td>
<td>1</td>
</tr>
<tr>
<td>6-8</td>
<td>Highlighter</td>
<td>1</td>
</tr>
<tr>
<td>6-8</td>
<td>Graph Paper</td>
<td>10 sheets</td>
</tr>
<tr>
<td>6-8</td>
<td>Pens</td>
<td>3 pens</td>
</tr>
</tbody>
</table>

6-12 Art

MPS will continue to provide Art Kits for grades 6-12 students who are scheduled for second semester Art classes. These supplies have been shipped (December) or are in the process (January) of being shipped to sites.

6-12 Physical Education

MPS will continue to provide physical education kits for grades 6-12 students who are scheduled for second semester Physical Education classes. These supplies have been shipped (December) or are in the process (January) of being shipped to sites.

Back to School Family Contact

All students, whether in-person or participating via distance learning, will go through transition as classes; peers and teachers may change. Similar to the start of a school year, it is important to provide families with personalized information to decrease stress and anxiety during the transition. MDE’s Safe Learning Plan proposes using the transition days as a time to connect or reconnect with families in regards to all the changes and to create a welcoming environment. Staff can use flexible learning days and/or transition days to meet with students and families. Topics such as social emotional learning, ritual and routines, daily schedule, and an update on expected learning should be included.

Transportation

In October, Transportation launched the Discovery-Edulog integration and completed training with school transportation coordinators and school social workers on how to request and keep transportation addresses updated in Discovery. Address changes collected from May to June through the Microsoft form process were also updated in Discovery. In the weeks leading up to enrollment season, schools were asked to confirm that family addresses in Discovery were correct so that the FY21-22 placement information could reach all of our families.

The deadline for any transportation updates will be January 15 to allow ample time for routing. After the initial routing, the first Transportation change day will be implemented.
February 12 and then continue on the 3-day rolling change calendar. The cut off for submitting changes for the first change day will be February 9.

Student bus stop information will be available on the Transportation2 website for schools to share with families on January 25. Transportation will work with the Office of Communications to also disseminate bus stop information via email, text, and robocalls. There will not be adequate time to send bus cards to home addresses for a February 1 start date.

**Transportation Health and Safety Protocols**

On buses, seating will be arranged to maintain 6 feet of distance between the driver and all riders. Bus loads will be continually monitored to evaluate capacity to create as much space as possible between riders. Seating will be assigned and documented to assist with contact tracing and daily ridership will be logged. **Everyone on a transportation vehicle will be required to wear a face covering during the entire ride.** Vehicles will be disinfected regularly with special attention to high-contact surfaces.

**Culinary Services**

Meal services will be provided to students attending in-person learning. Meals (breakfast and lunch) will be provided at no cost to all students while the waiver extension for the Summer Food Service Program (SFSP) is in place.

Culinary and Wellness Services (CWS) site supervisors will work with each individual school administration beginning the week of January 11 to determine the logistics for meal service. Meal schedules will need to be established for each grade/class. **Student meal times should be held in the classroom if 6 feet of physical distancing between students cannot be accommodated in the cafeteria and groups cannot be clearly separated within the cafeteria.**

If meal service needs to be held in the classroom, schools may have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat. It is likely a meal hybrid model will need to be implemented with some classes eating meals in the cafeteria and remaining in their classroom groups with 6 feet of social distance between groups, and some classes eating in classrooms picking up their meals or having meals delivered to classrooms. For instances where delivering meals to classrooms is planned, each school site will need to assist with staffing meal delivery as this activity will exceed the resources available to CWS.

Schools should consider teachers’ duty-free, 30-minute lunch period that is required. Students will either eat in the lunch room with normal lunch supervision and support or schools will need to find coverage to provide support to supervise and clean desks for each classroom for the 30 minutes of lunch with ESPs or other staff.
Breakfast will be made available at a designated location(s), ideally as students enter the building. The actual locations for breakfast set up will be coordinated with the building administrator and CWS. Students will pick up breakfast and take to the classroom to eat breakfast.

Lunch will be a pre pack hot meal. Students will pick up their meal in the cafeteria and either eat in socially distanced groups in the cafeteria or return to their classrooms to eat lunch.

To ensure a smooth transition to in person learning, special dietary forms must be submitted for review as soon as possible. Please see CWS’ Special Diets page for more information.

All vending machines in student areas will remain turned off, but vending machines in the staff lounge will be turned on.

Plant Operations will provide additional custodial support for classrooms where meals are being eaten and building staff will assist in cleaning desks and tables. Trash containers will be positioned in hallways to support breakfast and lunch trash from classrooms, and liners changed after each meal period. Classroom staff providing support for classroom meals will also support cleaning spills and desks after the meal period.

**Building Readiness**

The MPS Building and Classroom Health and Safety Protocols guidance for in-person learning will be followed during Phase 5. While the 6-feet of social distancing requirement for elementary-aged children has been lifted in the latest MDE guidance, adults are still required to maintain 6 feet of social distance and 3 feet or more of social distancing for children is recommended.

Plant Operations will complete a walkthrough to finalize the Building Readiness Checklist from January 25-29. Principals/COVID-19 program coordinators will be invited to the walkthrough and will be asked to extend the invitation to their MFT/ESP building stewards. Classrooms in our elementary school sites have already been set for 6 feet of distancing by Plant Operations staff. Once the number of students per classroom has been confirmed through the Learning Model Registration, custodians will work with classroom staff to reset classrooms with as much distancing as possible beginning February 1, when staff returns to sites.

Classroom resets will mostly involve returning chairs to rooms in buildings where they were removed from classrooms. Plant Operations will have a staffing model designed to help support these resets prior to students arriving on February 8.
Specialist Programming Considerations

General

The building leader, in collaboration with the school’s leadership team, should work closely on a schedule that allows students (whether in-person or in distance learning) to engage in specialist time. Knowing that many schools have limited specialist staff, a specialist teacher may have to teach one part of the day with in-person students and another part of the day with distance learning students.

It is strongly discouraged for a teacher to teach simultaneously in-person and distance learning students at the same time. Continue to work with the Associate Superintendent to troubleshoot any staffing issues. Any specialist who travels between buildings should only be in two buildings a day, to assist with contact mapping if necessary.

Physical Spacing

Per the Minnesota Department of Health’s Safe Learning Plan for the 2020-21 School Year (updated 12/24/20):

1. Scenario 1: In-person learning for all students. In this planning scenario, schools should create as much space between students and teachers as is feasible during the day and prioritize maintaining 6 feet of physical distancing for school staff and other adults in the building whenever possible.

2. Develop and keep students and staff in small cohort groups that stay together as much as possible throughout the day and from day to day. Limit mixing between cohort groups as much as possible (e.g., during lunch, bathroom breaks, arrival and dismissal, free periods, recess).

3. All special lessons must be held in the homeroom classroom or outside (weather permitting).

   a. Physical education classes may continue to be held indoors outside of individual classrooms so long as students and staff are wearing face coverings.

   b. Art classes that cannot operate in the homeroom classroom may continue to be held indoors outside of individual classrooms if they are able to follow MDH’s guidance on Music Activities and Performances During COVID-19.

      i. If the guidance cannot be followed, arts classes must be held in the homeroom classroom or outside (weather permitting).

      ii. If arts classes are held in the homeroom classroom, additional teacher technology and sound equipment may need to be provided.
Scheduling

Consider developing a schedule that would reduce the amount of exposure for specialist teachers. Schedules with daily rotations of the entire student body per week are not recommended. Please see sample 2, 4, and 6 week specialist rotation schedules. Specialists teaching in a K-8 school may need to consider rotations that both support in person learning for K-5 students and Distance Learning for 6-8 students. Additional areas for sites to consider when building the specialist schedule include:

- Additional planning and preparation time for specialists that may be teaching both online and in person during their duty day.

- Additional time for materials cleaning and handling between classes.

- If specialist classes are happening outside of the homeroom classroom, transition time for students will need to be considered so that two classrooms are not entering or leaving the specialist classroom at the same time.

Cleaning and Materials Handling

Per the Minnesota Department of Health’s Safe Learning Plan for the 2020-21 School Year (updated 12/24/20):

1. When building specialist schedules, include time for adequate cleaning and handling of classroom supplies for each classroom of students. This means there must be adequate transition time between classes.

2. Ensure adequate classroom (and specialist) supplies to minimize sharing of high-touch materials to the extent possible (e.g., by dedicating supplies or equipment to individual students) or limit the use of supplies and equipment to one small classroom cohort group at a time, allowing time to clean between use.

3. Avoid sharing electronic devices, books, toys, and other games or learning aids when possible, and ensure cleaning between uses.

4. Have students keep personal items in individually labeled cubbies, containers, desks, or lockers. This can apply to individual specialist materials as well.

5. When feasible, discourage the use of soft and porous materials (e.g., stuffed animals, cloth/fabric chairs, carpeting) that are difficult to clean or disinfect.

Instructional Considerations

1. Plan lessons that can still be delivered in an online environment to ensure continuity and equity in learning for students who are in person and in Distance Learning.
2. Minimize and simplify. Consider what is the key learning students need to master and how can that be achieved with limited materials.

3. Specialist teachers should not be expected to teach both students in person and online simultaneously. Specialist rotations that include instructional time for both groups of students should be developed.

**Arts**

**Music**

In addition to the general guideline outlined above please consider the following for music instruction:

**Vocal/ General Music:**

1. It is recommended that music students and teachers be masked at all times.

2. When singing, moving or performing on instruments, students should try to maintain at least 6ft of separation when possible.

3. Students should be in a well-ventilated room with quality air circulation. Consider having students sing, moving, or playing instruments facing in one direction rather than facing each other.

4. Attention should be given both to providing music instruction to all students as well as limiting how many students the music teacher is in contact with on a regular basis.

5. If possible, it is recommended that teachers teach from students’ homeroom classrooms for music class (music on a cart). If it is not possible, students should remain as a “cohort” or group when attending music class in the music classroom. (No mixing sections).

6. There should be NO SHARING OF INSTRUMENTS during any one class. In between classes or sections, instruments that were used should be disinfected or wiped down. Additional transition/cleaning time will need to be included in the specialist schedule.

**Instrumental Music:**

1. Small group pullout lessons can be continued with students from the same cohort or classroom outside of the homeroom space. Do not pull students for lessons from multiple cohorts or classrooms. Instrumental music can continue in a virtual format if unable to keep students in their cohorts or unable to move from the homeroom space.
2. Students should be masked at all times OR utilizing a specific musical instrument mask or shield if they are playing a wind instrument.

3. Musical instrument PPE, based on the survey sent to instrumental music teachers earlier in the year, has been ordered for students that play a wind instrument. This includes: equipment such as bell covers, flute shields, and slitted masks designed for playing instruments needs to be considered important for safe instrumental play to proceed.

4. There SHOULD BE NO SHARING OF INSTRUMENTS, with the exception of percussion supplies. Occasionally, percussionists will need to share mallets/sticks/equipment. IF they must share, mallets and sticks must be disinfected with the district approved disinfectant provided to schools. This will not harm the equipment. This is the ONLY equipment that should be shared and only if absolutely necessary.

5. If able continue to maintain at least 6ft of separation for stringed and percussion instruments. If able, wind instruments and trombone players should utilize 9ft of separation. All instrumental music lessons should take place in a well ventilated area.

Visual Arts

In addition to the general guideline outlined above please consider the following for visual arts instruction:

1. Students and teachers should be masked at all times.

2. If possible, maintain 6ft of spacing between students.

3. Attention should be given both to providing art instruction to all students as well as limiting how many students the art teacher is in contact with on a regular basis.

4. If possible, it is recommended that teachers teach from students’ homeroom classrooms for visual arts class (art on a cart). If it is not possible, students should remain as a “cohort” or group when attending visual arts class in the art classroom. (No mixing sections).

5. There should be NO SHARING OF ARTS SUPPLIES during any one class. In between classes or sections, supplies that were used should be disinfected or wiped down. Additional transition/cleaning time or support will need to be included in the specialist schedule.

6. Consider creating individualized art kits for students that can be stored in the homeroom classrooms. If unable to teach in the student’s homeroom, consider classroom sets of individualized art supplies that could be cleaned in between classes in the art room.
7. As much as possible, prioritize projects that can be completed in one class period or taken home that day. Limit projects that span multiple class periods that require the handling and collection of materials that a student has come in contact with that are not easily cleaned.

**Health and Physical Education**

In addition to the general guideline outlined above please consider the following for health and physical education instruction:

**Equipment**

Equipment that was distributed to students during distance learning should be collected and disinfected with the approved cleaning solution. If the equipment cannot be disinfected with the cleaning solution, it should be laundered, such as the mesh bags.

1. Take inventory of the physical education equipment at your school to identify which pieces of equipment may be easily sanitized.

2. Eliminate the use of equipment that would be passed or shared between multiple students throughout a class period.

3. When equipment is used, assign each student their own piece of equipment for that class period. Properly disinfect the equipment between class periods.

**Facilities**

Per the Minnesota Department of Health's [Safe Learning Plan for the 2020-21 School Year](https://www.health.state.mn.us/resources/coronavirus/safe-learning-plan/2020-21.html) (updated 12/24/20), physical education classes may continue to be held indoors outside of individual classrooms so long as students and staff are wearing face coverings.

- Use outdoor space when able and weather is permitting.
- Avoid use of permanent structures, such as benches or playground equipment.
- Postpone or modify units that take place in weight rooms or swimming pools.

**Class Structure and Activities**

1. Students should be spaced to accommodate social distancing, while recognizing students may not always be socially distanced.

2. Develop transition plans and practice with classroom teachers and students.

3. Focus on individual pursuits or skills rather than team sports/games. Individual pursuits or skills include dance and rhythm, exercises without equipment, fitness, outdoor
pursuits, and throwing and kicking target games.

4. Utilize games and activities that require no physical contact and do not require students to be in close proximity to one another.

Library and Information Media

In addition to the general guideline outlined above please consider the following for library and information media instruction:

1. Students and educators should be masked at all times. Educators should also use a face shield.

2. If possible, maintain 6ft of spacing between students.

3. Educators should use the sound amplification system so students are able to hear instructions in a large area. If an amplification system does not exist in the space, a small portable system should be purchased that the educator can wear.
   - Educators are encouraged to use clapping patterns and other non verbal actions to get student attention.

Class Structure and Activities

1. When teaching lessons involving technology, students should use their designated MPS device. This will occur either in their classroom or by bringing their device to the Media Center.

2. Develop transition plans and practice with classroom teachers and students.

3. Allow sufficient time between classes for disinfection and safe cohort transitions.

4. As a final option, if utilizing the computer lab, space out students where possible.
   - Seating charts must be used to ensure students use the same device and to allow for contract tracing.

Book Checkout

1. Wherever possible, schools should continue to utilize the system developed during distance learning for book check out with materials being delivered to classrooms.

2. Whenever possible, book returns should be collected in a central class bin and be returned to the Media Center by a media staff member or another designated staff member prior to the class visiting for book check-out.

3. Materials should be quarantined for a minimum of 24 hours after being returned.
4. If allowing students to browse materials, they must be masked and use hand sanitizer before and after.

5. If the Library Media Specialist is teaching in the classroom, they should utilize a book cart of curated library materials to bring to classes for checkout.

6. If teaching/doing book checkout in the Media Center, NO MORE THAN ONE CLASSROOM may be in the space at a time to allow for social distancing.
   - If the Library Media Specialist is teaching in the computer lab that is a separate closed space, book checkout may occur with a library ESP. That time should be limited to no more than 15 minutes where possible.

7. Book displays and carts should be used as much as possible to make for quick and easy selection, reducing time and contact of materials.

8. All circulation stations should have plastic dividers, like in school offices.

**World Languages (Spanish)**

In addition to the general guideline outlined above please consider the following for Spanish instruction:

1. It is recommended that teachers use clear facemasks if possible. Provided from the school.

2. Students should be spaced to accommodate social distancing.

3. During kinesthetic learning and TPR maintain proper distancing.

4. Develop transition plans and practice with classroom teachers and students.

5. Props/objects/markers etc. should not be passed from one student to the next.

6. Students may use movement in class but must maintain proper physical distance.

7. Amount of movement around class should be minimized and/or closely monitored to maintain social distance.

8. Props that a student uses in one class must be wiped down before being used in another class.

9. Avoid stuffed animals getting passed around.

10. Follow health guidelines related to singing with masks.
Resources and Support

Here are a list of resources to support in person learning guidance for specialist classrooms:

- MN Department of Health 2020-2021 Planning Guide for Schools
- SHAPE America Considerations
- Kaiser Permanente Thriving Schools: Planning for the next normal at school
- MN Department of Health: Music Activities and Performance During Covid -19
- Minnesota Department of Education Covid -19 Resources
- Minnesota Department of Education Student Instruction Covid-19 Resources

The Academic Specialist team is also available to support individual schools in their planning for in person learning. Please contact any of the DPF’s listed below:

- Arts - Nora Schull, nora.schull@mpls.k12.mn.us
- Health and Physical Education - Sarah Loch, sarah.loch@mpls.k12.mn.us
- Library and Information Media - Ashley Krohn, ashley.krohn@mpls.k12.mn.us
- World Languages (Spanish) - Billy Perkiss, billy.perkiss@mpls.k12.mn.us

Health Guidelines

While there are many resources in the Principals Handbook that you will want to review, the following outlines several key main points to emphasize when planning for Phase 5:

NEW: Reporting Positive COVID-19 cases for students and staff

When reporting a COVID case, please follow this new flow-chart process (1/13/21) and report cases the following people accordingly:

- For students, please contact your Licensed School Nurse.
- For employees, please contact Rochelle Cox.

Free Biweekly COVID-19 Saliva Testing

Each school building will need to identify at least three testing coordinators to coordinate and manage a biweekly, voluntary COVID-19 testing event on site for all staff. The state has
established the designated testing day for each district. Training on the biweekly saliva testing will be available on the Source. School COVID-19 coordinators should attend training along with their designated testing coordinators. Testing will be conducted in person and results will only be provided to the employee via email or phone. An employee’s health insurance will not be charged. Testing is completely voluntary and is not required to be in school buildings. An FAQ from MDE can be found here.

Note: Licensed School Nurses may take the saliva testing training for background information and to assist with infection control practices, but Health Office staff will not be designated as testing coordinator as they will be needed for daily medication, student illness, contact tracing, etc.

Health and Safety Training

A library of health and safety training videos is available on the Source. It is strongly recommended that during Transition days all staff are asked to watch these videos. COVID-19 program coordinators will provide an opportunity for staff to ask questions and receive any additional information that is needed.

Health Screening

Provide family and staff communications with a reminder to stay home if experiencing ANY signs of illness. Health self-screenings should be done each day before a staff member or student arrives at school. Universal screenings of students will not be done at school per CDC guidance. Examples of health screening communication can be found in the Principals Handbook (see page 11).

Building Access Log

For contact tracing and follow-up communications if a positive COVID-19 case is discovered, schools are expected to maintain a sign-in sheet each day and log in any MPS staff or others who access the building. Note: IT Services is developing an electronic app for the sign-in process which will help in tracking visitors to buildings; the app is expected to be ready by the beginning of February.

Sometimes contact tracing can go well into the evening; principals should be able to access building sign-in sheets in the evening or weekend.

Student contact tracing will be done through the daily attendance checks in each classroom and via seating charts and ridership tracking on buses. Principals should have a daily schedule for each class that shows what areas of the building that class will be in. Staff should be highly encouraged to follow the schedule, allowing for greater predictability and accuracy if the need for contact mapping arises.
Social Distancing

Social distancing continues to be an important mitigation tool available while COVID is widespread. Ensuring adults stay 6 feet apart as much as possible will reduce the risk of a high-risk exposure. Current guidance recommends that we maintain 3 feet of social distancing for students as much as possible. Visuals such as health/safety tip signs, floor dots, and the arrangement of furniture are great tools to remind students and staff of safety protocols.

For students and situations where social distancing is not able to occur due to medical conditions or a disability, staff should complete training on additional PPE available on the Health & Safety Resources for Staff page on the Source as soon as possible. Consult your Licensed School Nurse for further PPE questions. For more information on social distancing, see page 4 of the Minnesota Department of Health’s (MDH) guidance.

Personal Protective Equipment (PPE)

While not considered PPE, face coverings are mandated to be worn by all staff and students unless they meet the following exceptions of MDH’s planning guide. This mandate can also be found in a City of Minneapolis FAQ and MDH FAQ. Types of allowable face coverings include:

- Paper or disposable mask
- Cloth facemask
- Neck gaiter
- Scarf
- Bandana
- Religious face covering

The CDC recommends using two layers of fabric when making a cloth face covering. Face coverings that are made of thinner single-layer fabric such as certain types of scarves, neck gaiters, or bandannas may not be as effective for source control.

Additional PPE that is strongly encouraged for classroom staff are face shields, which will be available at all schools. It is strongly recommended staff to wear face coverings and face shields together whenever possible during the school day. Face coverings may be temporarily removed to eat or drink, but care should be taken to maintain as much space as possible between people although we recognize it’s not always feasible to maintain 6 feet of distance from others. Gowns, gloves and other PPE are available for staff in accordance with MDH guidance.
Adult- and child-sized face coverings and other PPE have been delivered to the main office of all schools. These supplies are for any MPS staff that reports to a building (whether voluntarily or required through a formal return to work letter) and for students getting support at schools or are involved in sports or other activities. Additional face coverings and PPE can be requested by site administrators via this resupply process.

**COVID PPE/Desk Shield Distribution and Request Process**

In preparation for school start at our elementary locations, Environmental Health & Safety (EH&S) will be distributing PPE and Desk Shields to all elementary sites. This is in addition to supplies previously delivered. PPE will be delivered by the end of January and desk shields will be delivered by February 5. The delivery will include adult and child face coverings, face shields, gloves and gowns. One desk shield will be provided for each educator in the school. Your school’s Health Office will also receive a supply of PPE specific to their needs.

Please maintain your PPE in a secure location. To help preserve PPE inventories and to ensure we have what is needed, staff and students are encouraged to provide their own face coverings. PPE will be supplied in a quantity to support your school for several weeks of school. As your PPE supplies run low, follow the process outlined below for ordering more PPE:

**PPE Internal Re-supply Request Process**

1. To request additional PPE materials or desk shields, have the person that typically manages procurement for your site/department fill out this Re-supply Request Form.

   a. Select the materials and quantities that you are requesting be replenished and click on the shopping cart icon to checkout and submit the request. Schools and departments will need to purchase any specialty items not available in the Re-supply Request Form using the SRM system and with their own funding.

   b. Select Delivery Location & Approver on the Order Summary page. Click “Submit Request” to finalize.

2. Once the request form is submitted, the order will be sent to the selected Approver to review and approve the PPE re-supply request.

3. After the re-supply request has been approved, it will be sent to EH&S for final approval and to process and fulfill.

4. Request will be reviewed, processed, and delivered on a weekly basis. Depending on the timing of the request, sites can expect a lead-time of one week.

5. If there are any issues with your re-supply request, the requestor and approver will be contacted EH&S.
Recess and Physical Activity

Schools will need to assess whether or not the play structures can support groups of children along with additional processes for proper handwashing. To reduce potential exposure between classrooms, **structure recess so the same groups of students are kept together and do not commingle with other students groups.** If schools are unable to structure recess to provide 30 minutes of physical activity for each school day, please consult with your Associate Superintendent.

Plant operations will perform routine cleaning on plastic or metal high-touch surfaces on playground structures such as grab bars and railings. Disinfecting entire large playground structures has not proven to reduce the risk of COVID-19 transmission according to the CDC. Staff will establish daily routines for cleaning playground equipment such as rubber balls, jump ropes, etc. Set up a system to label containers for clean, unused playground equipment and for equipment that needs to be cleaned. Consider color-coding or adding labels with simple symbols so children of all ages can help with returning used equipment in the right receptacles. Inform children about how to care for equipment when they start and end play.

Quarantining and Quarantine Leave

Quarantining after Out-of-State travel

MPS will not monitor out-of-state travel by a staff member or a student; rather, the staff person or student should follow the quarantine procedures provided by the public health official or their health care provider. A staff member should always consult with a health provider or public health official to determine whether they need to quarantine. If the staff member needs to take a quarantine leave (see below), they should share their medical documentation with Total Compensation.

Quarantine Leave

The FFCRA (Families First Coronavirus Response Act) expired on December 31, 2020, which means that as of that date, employees receiving employer paid leave through this regulation will have that benefit terminated. MPS has been providing employees with employer paid leave or expanded family and medical leave for specified reasons related to COVID-19 under the definitions listed in the FFCRA.

The FFCRA also provided up to eighty (80) hours of expanded family and medical leave at the employee’s regular rate of pay due to the employee being required to quarantine (pursuant to federal state or local order or written advice by a health care provider). As the FFCRA has now expired, MPS recognizes that some employees currently working in person may continue to be
required to quarantine and that required quarantines may happen more than one time. **MPS will provide employer paid leave for those qualified employees who are required to work on site and not able to work remotely when in quarantine.**

Employees in need of quarantine leaves will need to provide documentation from a health provider stating that quarantining is required.

If an employee is required to report to work onsite and told to quarantine by a medical professional, they should contact Lynsey Sahli at lynsey.sahli@mpls.k12.mn.us to process their leave.

MPS may modify this approach depending on any updates to Federal law, quarantine guidelines, or District needs.

**Students in Quarantine and Distance Learning**

If a student is asked to quarantine and is not exhibiting symptoms of illness, the student will have online access to his/her in-person classroom. School staff should work with Transportation to deliver technology and learning materials to the student’s home. Classroom support staff or other school staff can assist the student in the virtual setting to ensure the student is able to keep pace with the in-person classroom.

A student should not be marked absent if he/she is engaging in school through a virtual setting.

A student exhibiting COVID symptoms should follow district/school guidance on notifying the school of an absence if they are ill.

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**COVID-19 Program Coordinators**

**Building Safety Committees**

As we return to learning under MDH and MDE guidance, the Site Emergency Team (SETeam) will play an important role in ensuring the safety and well being of all members of the school community. The principal or other designated building staff holding an administrators license has been designated as the building’s COVID-19 program coordinator. They will be asked to use the SETeam as their primary support team around all aspects of the plan.
In addition to the SETeam members already on the team, the COVID-19 program coordinator must include the Licensed School Nurse supporting the school, the Specialist from Emergency Management, Safety & Security, and the Senior Custodian.

In regards to COVID-19, the following outlines specific tasks and responsibilities to be aware of in addition to the guidance from the state and Centers for Disease Control (CDC).

1. **Preparing the Building**
   a. Establish a single-point of entry for non-students by using the Building Access Logs consistently.
   b. Follow [MDH guidance](#) around space planning, water fountains, etc.

2. **Modeling**
   a. Monitor your health and stay home if you are sick.
   b. Wear the appropriate face covering.
   c. Practice good social distancing when possible.
   d. Practice good handwashing and germ-control practices.

3. **Educating**
   a. Read all relevant MPS protocol guidance.
   b. Be knowledgeable and stay updated on the broader guidance from MDH and MDE.
   c. Support the program coordinator in presenting and reinforcing the information to staff.

4. **Maintaining Calm and Confidentiality**
   As a SETeam member you will be given access to information that may not be shared with the rest of the staff. While we understand that knowledge of cases of confirmed transmission is unsettling, calm and rational thinking are key to managing the situation. **You CANNOT share any details about an individual’s health status.** While others may have information or be able to deduce the information, you must maintain the privacy of the individual.

5. **Identify at least three Saliva Testing Coordinators** from each SETeam and support testing activities. The testing coordinators cannot be the licensed school nurse or EMSS Specialist.
Visitors, Volunteers and other Non-MPS Staff

During Phase 5, visitors and volunteers are still not allowed to access school buildings. This includes lease holders, children and partners of staff, and members of the PTA or site councils. Our current stage of facility permitting will also continue to prohibit community use of interior spaces. All access to internal or external spaces outside of school-day instruction, including school based events such as Athletics, must be permitted through the facility permitting process. For more information, reference the Safe Learning Plan for 2020-21 (see page 8) which has a brief list of health best practices that apply both to in-person and hybrid learning.

When a Student becomes Ill at School

Every school will have an illness room identified where a student can comfortably wait for a family member to pick them up. The principal will need to assign one to two staff members to take on the responsibility of being able to wait with the student.

If the family is unable to pick the student up, the Transportation Department can be called to assist with transportation. Transportation will have a limited number of transportation vehicles equipped with additional PPE to transport ill students.

For students with an IEP requiring a bus aide, the school will need to provide a qualified aide to ride with the student to their home. In this instance, Transportation will return the staff member back to the school after the student is dropped off. The school staff assigned will need to be trained regarding PPE that would be appropriate to wear while waiting and during the transport of the student. That short training will be provided by an LSN.

Itinerant/Support Services

There may be some itinerant staff, TOSAs, or DPFs who volunteer or will be assigned to come in and support students and/or staff at a school building. Those staff must limit the number of buildings they visit to two buildings a day and should consult with their department leadership for needs they might have during Phase 5. PPE is available at each school site for their use. Itinerant staff should reach out to building administration to create a regular schedule for visits and sign the building access logs each time they visit.

Meetings

While being together as a staff is a common way to build community in your school, it is critical to not have in-person meetings in your school. Anytime staff are together for more than 15 minutes in the same room, they are at risk for being a close contact if there is a positive case in your school. Continue with virtual staff meetings, PLCs, and grade level meetings.
Staff Lounges and Common Areas

Review with the building engineer the capacity of the building’s staff lounge and common areas while being able to maintain 6 feet of distance between adults. Post capacity signs at entrances of these spaces. Remind staff that there should be no shared food at this time and it is strongly recommended that shared use of coffee pots is suspended. Each staff member should take home any food and utensils they might have used during the day. Face coverings should be worn at all times, unless actively eating or drinking.

Special Education Guidance

| Special Education - Phase 5 Instructional Model for a Return to In-Person Learning |
|---------------------------------|---------------------------------|
| **Professional Learning for Staff** | **Training 1:** Social Distancing and Special Education |
| | **Training 2:** Face Coverings |
| | **Training 3:** PPE and Special Education |
| | **Training 4:** Transition Strategies to In Person Learning |
| | **Training 5:** Physical Restraint Reflection and Training |
| | **Training 6:** Mealtimes |
| | **Training 7:** Arrival and Dismissal Strategies |
| | **Training 8:** Social/Emotional Strategies |
| | **Training 9:** Related Services Information |
| | **Training 10:** Mental Health Supports |
| | (NOTE: Additional training links will be added over the next few weeks) |

<p>| <strong>Sample Scheduling Strategies for Federal Setting I and II</strong> | Special Education staff may continue to pull students from their primary classrooms in order to provide services. Groups should be kept as small as possible and as consistent as possible from day to day. Maintain as much physical distance as possible between group members. |
| <strong>Meals</strong> | <strong>Mealtime Training:</strong> Student meal times should be held in the classroom if 6 feet of physical distancing between students cannot be accommodated in the cafeteria and cohorts cannot be clearly separated within the cafeteria. If meal times need to be held in the classroom, meals can be picked up for delivery to the classroom or have students bring food from the cafeteria back to their classrooms to eat. |
| <strong>Related Services</strong> | <strong>Sharepoint site for returning to in-person learning</strong> |</p>
<table>
<thead>
<tr>
<th><strong>Staffing</strong></th>
<th>Principals will determine which staff will be working in person and which will be assigned to distance learning based on student numbers and staff accommodations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accessing General Education and Special Education</strong></td>
<td>All students receiving Special Education services are assigned a general education classroom. How much time students' spend in both general education and Special Education are decided and documented through the IEP process. Any changes to the amount of time spent in either setting would be revised through the significant change process.</td>
</tr>
<tr>
<td><strong>Special Education Interventions</strong></td>
<td>PIC remains open and all resources are available to support on-line and in-person interventions.</td>
</tr>
<tr>
<td><strong>Specialists</strong></td>
<td>Most specialists are being provided in the classroom. SEA’s and other adult supports should be present per the IEP to support access to specialists. Physical education classes that cannot operate in the classroom may continue to be held indoors outside of individual classrooms so long as students and staff are wearing face coverings. Arts classes that cannot operate in the classroom may continue to be held indoors outside of individual classrooms if they are able to follow the Music Activities Guidance and the health and safety measures laid out for art classes in the Safe Learning Plan for the 2020-21 School Year (see page 11). If the guidance cannot be followed, arts classes must be held in the classroom or outside, weather permitting.</td>
</tr>
<tr>
<td><strong>Plexiglass Barriers</strong></td>
<td>Orders for related service providers have been made through ATC. Each staff member in the classroom will have a portable shield that can be used for small groups and 1:1 instruction.</td>
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<tr>
<td><strong>Recess</strong></td>
<td>Students will continue to wear face coverings during indoor recess.</td>
</tr>
<tr>
<td><strong>Personal Personal Equipment</strong></td>
<td>See MDH’s Guidance for Delivering Direct Student Support Services: Staff Protective Equipment</td>
</tr>
<tr>
<td><strong>DPFs and Itinerant Teachers</strong></td>
<td>DPFs and itinerant staff may access two different sites per day (the offices of staff members count as one site). Site visits can occur for direct student support and support of</td>
</tr>
<tr>
<td>Transition Strategies</td>
<td>Beginning in January, pre-teach personal safety strategies such as wearing face coverings and maintaining social distancing via distance learning.</td>
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</tbody>
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**ACCESS Testing**

Per guidance from the Minnesota Department of Education, ACCESS testing will be completed in person during the testing window from January 25th-March 19th. There are approximately 6,000 students in grades K-12 in 73 MPS schools who must be given the opportunity to take this test during the testing window. The Multilingual Department and REAA will work with EL leads and testing coordinators to ensure that each site has what they need to plan for in person assessment for qualified students at each site.

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**Community Partnership Process**

The type of community partners providing in-person services in Phase 5 should be limited and focused on those providing core academic, mental health, and special education services. The following partners are already approved to work in-person with students in Phase 5:

- Mental health providers
- MHD School Based Clinics

If there are additional contracted community partners that you would like to include in Phase 5, please contact Michelle Kellogg at michelle.kellogg@mpls.k12.mn.us.

**Volunteer Reminders**

No volunteers are allowed to do so in person during Phase 5, including parent and community volunteers.
After School Youth Enrichment / Community Education / Beacons and other programs

During our initial implementation of Phase 5, any after school youth enrichment through Community Education will remain virtual. Once we’ve implemented Phase 5 Elementary these programs may expand if health data indicates it is safe to further expand our services. At this time, transportation will not be available for youth enrichment after school programming.

Communicating to Families: Explaining Phase 5 Inequities between Schools

We know that with the disparities in health data among some of our communities, there may be inequities in who is accessing in-person learning versus distance learning.

The following key messages can be used in conversation or included in written communications with families or staff:

- MPS understands that while there might not be equal access to in-person learning, nevertheless it is critical to move forward with Phase 5 Elementary in order to start providing support to as many students as possible.

- Each family determines which learning model is best for their needs. This decision is based on many factors such as:
  - Learning style of students.
  - Health concerns/high risk factors for student or family members.
  - Family schedules and need for child care.
  - Family values.
  - Student access to specialized services.
Staff FAQ

1. **NEW: I have a health condition that puts me at high risk and I've received a letter to return to work on site, what are my options?**

As the District prepares for in person learning for students, the District needs a critical number of staff in the building to serve those students and to keep students and staff safe according to health and safety guidelines. There are staff who requested and received an accommodation to work from home, and that was provided through the **Governor’s Executive Order which states**: “Districts and charter schools must also provide accommodations to staff as required by applicable laws and must allow school staff whose health is at risk or who have members of their household whose health is at risk to work from home to the extent possible.”

As students return to in-person learning, it is no longer possible for all staff to be allowed to work from home. As such, the **accommodation to work from home through the Governor’s order will not be available to staff who receive a Return to Work letter.** MPS schools need staff to support and educate our students, whether that staff are bus drivers, custodians, work in food service, teachers or provide other instructional and operational support.

There is nothing more important than your health and safety. As the Governor’s order references, employees who have medical conditions and are concerned about returning to work in person may have other options via federal and state laws and should make their requests as soon as possible.

If you have a physical or medical impairment that impacts your ability to return to work in-person, **you may apply for an accommodation under the American with Disabilities Act (ADA).** To apply for ADA we need the following forms:

- ADA Authorization
- Medical Documentation completed by Doctor
- ADA FAQ

You may also **apply for a leave of absence under the Family Medical Leave Act (FMLA)** by filling out these forms:

- Request Form
- Employee Medical Documentation OR Family Member Medical Documentation

2. **What are the options available to staff who cannot work on-site for health reasons?**
Staff who cannot work on site due to a health reason must apply for Family Medical Leave Act (FMLA) or seek an ADA accommodation. Medical documentation must be provided for both FMLA and ADA accommodations.

3. **Will PD be required for staff returning to work at the Davis Center during the five transition days of February 1-5?**

MPS recommends up to 12 hours of building-directed time to complete professional development and training on the following topics:

   a. SEL and Self Care (Welcoming Environment resources will be available)
   b. Health and Safety (resources will be available)
   c. Classroom Set-Up
   d. Preparing for Instruction

The rest of the transition time/days should be consecutive as much as possible and dedicated to staff planning and family engagement. There will also be optional module trainings for staff working with students receiving Special Education services.

4. **Will teachers instruct PK-5 students who are in-person at school and in distance learning?**

MDE strongly discourages a teacher from doing simultaneous instruction due to feedback regarding workload and planning; however, it is up to the building leader to make the appropriate job-duty assignments. There will possibly be some teachers that will teach both classes in person and distance learning throughout the day, depending on their role in the school.

5. **Is it a possibility that students who choose to stay in distance learning might end up getting a teacher from another building after we transition to in-person learning?**

Yes, there is a possibility depending on the number of staff available. However, schools will be encouraged to keep students with the educators they've been learning with as much as possible as they work to balance in-person and distance learning assignments at their site.

6. **Are teachers providing any type of instruction for students Feb. 1 - 5 or do students have that week off from instruction?**

   **PK-5 students have the week of February 1-5 off** as these will be non-instructional days; students in grades 6-12 will continue with distance learning during this time.

7. **Is documentation from a doctor necessary to exclude a student from wearing a face covering?**

   All students, staff and other people present in school buildings, and district offices or riding on school transportation vehicles are required to wear a face covering. If a student cannot wear a face covering due to a developmental, medical or behavioral health condition, **students will need a doctor’s note** to be excluded from wearing a face covering. However,
families are encouraged to discuss their student's situation with the school's Licensed School Nurse first to see if other arrangements can be made and to answer any questions they might have.

8. **As a teacher, what can I do to protect myself in the classroom?**

MPS has a library of [health and safety training videos](#) that are available for staff.

Adults should maintain 6 feet of social distancing with each other and students; students are expected to maintain 3 feet of social distancing with other students. Face coverings are required for students and staff at all times, except while eating meals.

The use of PPE such as **face shields, gowns and gloves are available for staff in accordance with [MDH guidance](#);** PPE will be provided in a variety of sizes. Face coverings and face shields, along with social distancing, have been found to be the best ways to protect adults. Face coverings and face shields are provided by the school.

Classroom staff will each be provided with their own portable, table-top plastic desk shield to use when working with students one-on-one or in small groups where 6 feet of distancing cannot be maintained.

9. **Are all MPS staff being recalled to in-person work if they don’t have medical reasons to stay home?**

Staff are being required to return to in-person work based on their work location and grade level.

10. **Will teachers who are providing PK-5 students with distance learning have to come to school to teach DL?**

Teachers who are teaching distance learning to PK-5 students will need to work from the school building unless they have a leave or an accommodation that prevents them from working on site in person.

11. **Where will plexiglass dividers be used in schools?**

Plexiglas dividers have been provided for the main office where staff may end up interacting with community members/visitors. Portable, desktop plastic tri-fold shields will be available to each staff member to use when providing small-group instruction or one-on-one instruction where 6 feet of social distancing cannot be maintained between the staff person and students.

12. **Will middle school teachers in K-8s be expected to return to school sites to teach distance learning?**
Only PK-5 teachers will be teaching students in-person in classrooms at the school building. Middle grade teachers in K-8 schools will continue to telework as they provide distance learning to their 6-8 students.

13. Will there be any limits to students walking around in the halls at school and mixing classrooms? Who will be accountable?

Classrooms should be kept in self-contained groups with the adults providing instruction. Staff should be the ones to travel between classrooms versus having students move. During arrival and dismissal, recess, meal periods, and other passing times, social distancing should be maintained and students kept within their classroom groups. The COVID-19 Program Coordinator and the Building Safety Team will work together to implement and monitor health and safety protocols.

14. What if staff members won’t wear a face covering?

It’s important to remember that a staff member may have a medical reason for not wearing a face covering. If you approach another staff member to ask them to wear their face covering, please do so with respect and politely remind them that everyone (unless they have a medical reason not to) is required to wear a face covering per the Governor’s orders to help protect everyone’s health. If the problem persists, please talk about the situation with your supervisor or your building’s COVID-19 Program Coordinator.

15. Will there be saliva testing at secondary schools?

MDE is offering free biweekly saliva testing for any District employee who is regularly in contact with students as part of in-person instruction. At this time, this does not include secondary schools. Free saliva testing continues to be available in our communities. More information about community testing events can be found here.

16. What’s the turnaround time for saliva tests?

Typically, test results are received by the employee within 24-48 hours of the test being mailed to the lab.

17. Will district TOSAs also be included in the reserve-teacher support needed for providing both in-person learning and distance learning?

District DPFs and TOSAs will be sent an on-call letter. If staff cannot report to a site when needed, they will need an approved accommodation or leave.

18. With possible staffing shortages, is the District considering leveraging all available staff to support lunch and prep for teachers, e.g., SEAs, AEs, office support, administrators, TOSAs, specialists, etc.
Schools will need to consider all their site-based staff to assist in arrival, dismissal, bus unloading and loading, lunch supervision and support, and other functions. Administrators will need to keep in mind the funding sources for their staff as there continues to be federal rules regarding the use of some funds like Special Education. As sites determine their staffing plans, please consult with your Associate Superintendent for assistance.

19. Will there be another adult on buses besides the bus driver?

While having additional staff on school buses would be helpful, it may not be feasible for all buses. While we will be routing all enrolled PK-5 students to begin with to account for all probabilities, we know that some families will choose to remain in distance learning or provide their own transportation which will result in buses being filled below capacity.

Transportation is also planning for additional loading time at bus stops and schools to provide drivers and students ample time to load and unload safety and to find their assigned seats. Where an IEP is required for a student on a school bus, Transportation will be reaching out to SEAs to see if they are interested in special ed bus duty.

20. Do our contracted taxi providers have safety protocols in place? And if so, are we planning to continue to use them as needed?

Companies that the District contracts for taxi service will have to provide a documented COVID-19 plan to Transportation. DriverS and riders will be required to wear face coverings at all times (Transportation will provide a supply of face coverings/masks), taxis will be disinfected between riders and the taxi should have a plastic shield installed between the driver’s front seat and the passengers in the back-seat area or use a vehicle large enough to provide 6 feet between the driver and passenger(s). Only family members will be allowed to ride together.

21. Should staff who have traveled out of staff automatically quarantine upon their return?

MPS will not monitor out-of-state travel by a staff member or a student; rather, the staff person or student should follow the quarantine procedures provided by the public health official or their health care provider. A staff member should always consult with a health provider or public health official to determine whether they need to quarantine. If the staff member needs to take a quarantine leave (see below), they should share their medical documentation with Total Compensation.

22. What is the process for obtaining a quarantine leave from work?

The FFCRA (Families First Coronavirus Response Act) expired on December 31, 2020, which means that as of that date, employees receiving employer paid leave through this regulation will have that benefit terminated. MPS has been providing employees with
employer paid leave or expanded family and medical leave for specified reasons related to COVID-19 under the definitions listed in the FFCRA.

The FFCRA also provided up to eighty (80) hours of expanded family and medical leave at the employee’s regular rate of pay due to the employee being required to quarantine (pursuant to federal state or local order or written advice by a health care provider). As the FFCRA has now expired, MPS recognizes that some employees currently working in person may continue to be required to quarantine and that required quarantines may happen more than one time. **MPS will provide employer paid leave for those qualified employees who are required to work on site and not able to work remotely when in quarantine.**

Employees in need of quarantine leaves will need to provide documentation from a health provider stating that quarantining is required. If an employee is required to report to work onsite and told to quarantine by a medical professional, they should contact Lynsey Sahli at lynsey.sahli@mpls.k12.mn.us to process their leave.

MPS may modify this approach depending on any updates to Federal law, quarantine guidelines, or District needs.

**23. How will students keep up with their learning if they need to quarantine due to coming into close contact with someone who has COVID-19?**

If a student is asked to quarantine and is not exhibiting symptoms of illness, the student will have online access to his/her in-person classroom. School staff should work with Transportation to deliver technology and learning materials to the student’s home. Classroom support staff or other school staff can assist the student in the virtual setting to ensure the student is able to keep pace with the in-person classroom.

A student should not be marked absent if he/she is engaging in school through a virtual setting. A student exhibiting COVID symptoms should follow district/school guidance on notifying the school of an absence if they are ill.

**24. What is the air refresh rate in classrooms?**

The Minnesota Mechanical Code and the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) does not require ventilation in the terms of air exchanges per hour (ACH) for school buildings. The Code requires fresh air to be provided in a classroom in cubic feet per minute per occupant plus a cubic feet per minute per square foot of room. However, ACH is a code requirement for hospitals and so that may be the source of the request.

For classrooms, typically, the ACH is between 5 and 8. This is dependent on the rooms size, windows, occupants, existing air handling units, whether heating or cooling and how the air
is delivered to the space. But for classrooms at MPS a minimum ACH is typically 5. It is important to note that the code and ASHRAE focus on fresh air inclusion into a space so that the mixed air, which is filtered, is minimized. So changes in air in a room is more fresh air than mixed air.

The school ventilation systems are currently operating starting two hours before the building opens and continue to operate until two hours after the building closes. Building code requires specific cubic feet per minute (CFM) of air exchange for classrooms that the ventilation systems were designed to meet at the time of installation. Typically this is 5-6 air changes per hour, but that is dependent on many factors including room volume, age and number of people in the space, and length of time the room is occupied and other factors.

With the additional ventilation system operating time, MPS is enhancing the ventilation in the building. We are also increasing the amount of outside air being brought into the building to ensure more fresh air is provided into the school (as the building allows us to maintain comfort). All MPS air filters have been changed to the highest filtration rate possible, but with 26,000- filter heads in varied buildings and classrooms, it is impossible to share an air refresh rate for the entire district. Where possible, air filters were upgraded to the highest level possible (MERV 11 - 14 filters). HEPA filtration units were placed in classrooms where the ventilation systems cannot support MERV filters.

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